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ABSTRACT

Basic instructions (suggestions) are provided to help the initiate establish a resource center. The primer begins with some considerations in organizing a media resource collection which includes a brief discussion of the three basic types of media resource programs: reference only, limited acquisition, and permanent collections. This is followed by a brief examination of the factors upon which the type and scope of the program are dependent, including: need/interest, materials on hand, equipment on hand, availability of materials, budget, space, and staff. The instructions end with suggestions for locating materials and for cataloging and indexing the materials. Although this is specifically written for a medical resource center, the general suggestions could be applied to other types of film libraries. (NH)

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PRIMER FOR MEDIA RESOURCES LIBRARIANS.

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MANAGING THE MEDIA RESOURCE CENTER

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Little comfort can be derived from the knowledge that you have just received a media mandate to establish a resource center. An unexpected windfall of audiovisuals could easily send you into an apoplectic seizure. An excited faculty member, demanding a certain film, could result in a manic depressive state for the rest of the academic year.

And yet, that is just about what happens in many schools and without warning or preparation. Do not take comfort in the fact that it couldn't happen to you. It can and probably will as the demands on improved teaching continue and the most likely culprit is the one who, traditionally, has been associated with resource materials. No matter that these have most often been books. This is changing and so must you. The dictum of "publish or perish" has been altered to read "prepare or perish."

Do not despair. There is a way. Herewith a list of warnings (in the guise of suggestions) that may alert you to the unfamiliar territory upon which you have unwillingly been thrust.

It will allow you to prepare your defense when you are called upon to establish a film library out of nothing; it should also give you comfort in knowing that others have passed this way before you and out of their collective trials and triumphs has come this humble, yet hopefully effective offering.

Good luck!

Margaret L. Brooks
Reference Section
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Atlanta, Georgia

SOME CONSIDERATIONS IN ORGANIZING A MEDIA RESOURCE COLLECTION

There are three basic types of media resource programs:

REFERENCE ONLY

An information only service.
No materials in a permanent in-house collection.
Patron has access to catalogs.
Patron orders own films.

LIMITED ACQUISITION

Limited number of items available in-house.
Librarian acts as broker--orders additional films as needed.

PERMANENT COLLECTION

Core Library of AVs in each major area of basic and clinical sciences.

May be decentralized to departments.

Certain types of instructional materials should be readily available at the building level: projectors, record players, tape recorders, filmstrips, slides, high-use models, etc.

Motion pictures should remain in a central materials center and be circulated from there because of their cost, need for constant care and upkeep.

Do you decide the type of program by whim or fancy? NO!

Type & Scope of Program Depend on:

Need/Interest
Materials on Hand
Equipment on Hand
Availability of Materials
Budget
Space
Staff

Let's face it--the easiest way to determine the type of program you will manage is by making an arbitrary decision, but this can hardly be considered the diplomatic way of handling the situation. So, for fear that you might be considered dictatorial, perhaps you should survey the scene and let the results be your guide.

You really should survey the staff to determine the interest in using multimedia and its proposed use in the curriculum. You need to know the space available in and out of the library, and at some time you must determine your space requirements. You must know the types of equipment on hand and the future requirements. You also must know what software (films, slides, tapes, etc.) is cached in desk drawers and file cabinets, what is needed by your constituents and where you can acquire it.

Last, but certainly not least, you need to take stock of the staff available to help you through these days of trial and error.

The sample questionnaires that follow are certainly not the epitome in survey forms, but they may provide a guide for developing your own. You will note that some of these samples combine two surveys or inventories--for ease of handling.

The "Instructional Material Information Sheet" should be used to collect bibliographic information for your catalog after you have made an initial inquiry concerning the existence of materials. Incidentally, the same "Audiovisual Inventory" used to list these titles can serve as your shelf list in the library, or out in the departments.

SURVEY OF NEED/INTEREST

1. Are AV's now being used?

2. How often?

3. What types of media?

16mm	Audiotapes
8mm	Videotapes
Filmstrips	Transparencies
Slides	Still Photographs

4. How are AV's used?

   Lecture Illustration
   Lecture Reinforcement
   Substitute for Lecture
   Self Study Program
      A. Individualized Instruction
      B. Group Study
      C. Programmed Instruction

5. Are AV's satisfactory?
   Which media are most satisfactory?

6. If not in use now - were AV's used previously?

7. Were AV's satisfactory?
   If yes - which media most satisfactory?
   If no - why?
      A. Not really interested in using AV's?
      B. Problems?
         1. Lack of materials?
         2. Difficult to obtain?
         3. Difficult to use?
         4. Could not be co-ordinated?
         5. Poor equipment?
         6. Poor materials?
            a. Out dated?
            b. Poor content?
            c. Technically poor quality?
            d. No supplementary materials?

7. Material must be scheduled too far in advance?
8. No information on what is available?
9. Too expensive?

8. Would you be interested if problems can be overcome?

9. How will AV's be used?
   A. Part of present curriculum?
      (Co-ordinated with text?)
   B. To develop new curriculum?
   C. As lecture illustration?
   D. As lecture substitute?
   E. As lecture review?
   F. Part of Self-study program?
      1. Reinforcement?
         a. Following lecture?
         b. With parallel readings, etc.?
      2. Complete study units?
         a. With print media, models?
         b. Will notes be needed?
            (Guides, manuals, tests, etc.)
         c. How many units?
   G. Will AV's be available for individual use or class use only?
   H. For continuing education?
   I. Will AV's be used once or repeatedly?
   J. Will AV be used as produced or segmented?
   K. How many copies of each AV will be needed to supply program?

MEDICAL LIBRARY/MEDIA RESOURCES LIBRARY INVENTORY

STAFF

	Full Time	Part Time	Number
Librarian	_____	_____	_____
Professional staff (no.)	_____	_____	_____
Nonprofessional Staff (no.)	_____	_____	_____
Student Assistant	_____	_____	_____

SPACE

Is library space adequate? Yes _____ No _____

If not, is additional construction planned in the immediate future? Yes ___ No ___

Present number of square feet _____ Number planned _____

Number of additional square feet required _____

Number of specialized spaces provided in library: _____

Number		Is this number adequate? Yes	Is this number adequate? No	Needed
_____	Self-study areas, carrels			
_____	Conference rooms			
_____	Reading areas			
_____	Display of teaching materials			
_____	Wet carrels			
_____	Dry carrels			
_____	Storage/work room			
_____	Projection room			

EQUIPMENT

Number of Units		Make & Model	Condition
_____	16mm MP projectors	_____	_____
_____	35mm Filmstrip projectors	_____	_____
_____	35mm slide projectors	_____	_____

EQUIPMENT (Cont.)

Number of Units		Make & Model	Condition
_____	3 1/4 x 4 in. slide projectors	_____	
_____	Audiotape recorders	_____	
_____	Record players	_____	
_____	Videotape recorders/receivers	_____	
_____	Overhead projectors	_____	
_____	Opaque projectors	_____	
_____	8mm MP projectors	_____	
_____	8mm Cartridge projectors (Silent ____ Sound ____)	_____	
_____	Microfilm readers	_____	
_____	Duplicating machines (Xerox etc.)	_____	
_____	Other _____	_____	

RESOURCES

Library contains the following:

Number of titles

_____	Professional books	_____	Professional journals
_____	Audiovisual magazines	_____	Film catalogs/guides
_____	16mm Motion Pictures	_____	35mm Motion Pictures
_____	35mm Filmstrips	_____	35mm Slides
_____	3 1/4 x 4 in. slides	_____	Sound/slide sets
_____	Audiotapes	_____	Videotapes
_____	Phonograph records	_____	Photographs
_____	8mm Projectors	_____	8mm Cartridge projectors
_____	Models/specimens	_____	Microfilm
_____	Self-study Units	_____	Other

LEARNING SPACES CHECK LIST
(Other than Library)

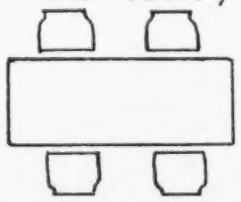
Complete one check list for each prospective learning space.

Identify space described _____
(Auditorium, classroom, etc.)

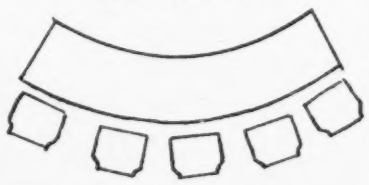
Location _____ Building _____ Room _____ Floor

SEATING

Individual Tables/Chairs



Continental



Pedestal chairs

Chairs w/o arms

VENTILATION. Does room have climate controls that provide for:

Air Conditioning? _____ Heating? _____ Air circulation? _____

If air conditioned, is a window unit used? Yes ____ No ____

LIGHTING. Room lighting is:

Incandescent _____ Fluorescent _____ Combination _____

Does lighting allow for note-taking during projection? Yes ___ No ___

Are windows covered with opaque shades or other means of controlling light? Yes ___ No __

Are coverings effective? Yes ___ No ___

LECTERNS. Is there a lectern in the room? Yes __ No __. If so, is lectern portable ____, or permanently fixed _____.

Does lectern have any of these built-in controls?

Intercom or phone _____ Drape control _____ Spotlights _____

Projection control _____ Classroom light dimming _____ Note-taking lights __

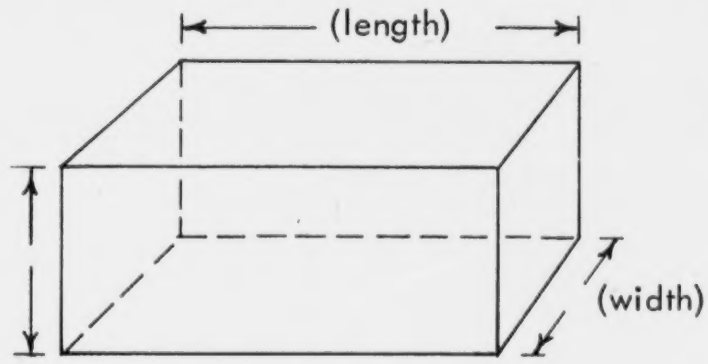
Audiotape control _____ Automated screen control _____

SCREEN. Is there a projection screen in the room? Yes ___ No ___

Is screen portable _____, or permanently fixed to wall _____?

Screen size _____ length _____ width

ROOM DESIGN



Indicate location of electrical outlets on diagram ⊖

Floor is: Flat _____ Sloped _____ Tiered _____

Storage space in room? Yes ___ No ___. Dimensions _____ length _____ width _____ height

Projection booth in room? Yes ___ No ___

Projection and/or audio devices in booth include:

_____ _____ _____

If no booth, is acoustical barrier used to muffle sound of projection equipment?

Yes _____ No _____. Is it effective? Yes _____ No _____.

Room is fully carpeted _____ semi-carpeted _____ uncarpeted _____

Room has acoustical ceilings _____ acoustically treated walls _____ drapes to absorb sound _____ none of these items _____.

EQUIPMENT PERMANENTLY ASSIGNED TO ROOM

Equipment	Manufacturer	No. Units	Condition
8mm	_____	____	_____
Super 8mm	_____	____	_____
16mm MP	_____	____	_____
16mm wide screen	_____	____	_____
35mm MP	_____	____	_____

EQUIPMENT (Cont.)

Equipment	Manufacturer	No. Units	Condition
Overhead			
Opaque			
2 x 2 in. slide			
3 1/4 x 4 in. slide			
35mm filmstrip			
TV projector			
TV monitor			
Tape player (reel)			
Tape player (cassette)			

If no equipment permanently assigned, indicate types of equipment used in room.

_____ _____ _____

From where is projection equipment obtained? _____

How is it transported to room? _____ By whom? _____

Is equipment operated by instructor _____ Student _____ Other _____

Is most of the equipment automated? Yes ___ No ___

Is the equipment in good condition? Yes ___ No ___

Is the room wired for TV? CCTV _____ ETV _____ ITFS (2500 mHz) _____

Receive ? _____ _____ _____

Originate ? _____ _____ _____

Number of monitors/receivers _____ Size _____

Ceiling mount _____ Wall Mount _____ Floorstand _____

Departments making use of this room:

_____ _____

_____ _____

_____ _____

INSTRUCTIONAL MATERIAL INFORMATION

Title (sub-title) _____

_____ Production Date _____

Series Title _____

Medium _____ Size _____ Length _____
(frames/minutes)

color _____ sound _____
(yes/no) (yes/no)

Special Playback Equipment _____

Producer: Name _____

Address _____

Source: Name _____

A ddress _____ Terms _____
(sale/loan)

Objective (not a synopsis) _____

_____

Summary: _____

_____

_____

Audience Level: (1) _____ (2) _____

Subject: (1) _____ (4) _____

(2) _____ (5) _____

(3) _____ (6) _____

Sale Price: B/W _____ Color _____ Free _____

Rental Price: B/W _____ Color _____ Free _____

Available for copy: Yes _____ No _____ Charge _____

Accompanying materials _____

AUDIOVISUAL INVENTORY

Complete one for each library, department, and professor.

	YES	NO
1. Are Av's available for departmental exchange?		
2. Are Av's available for off site use by students?		
3. Are Av's cataloged?		
4. Are Av's indexed?		
5. Is there an audiovisual budget allotment?		
6. If so, how much? _____		

TITLE LISTING

TITLE	MEDIUM	QUANTITY	CONDITION

EQUIPMENT REQUIREMENTS

QUANTITY	EQUIPMENT	MODEL	COST

LEARNING SPACE REQUIREMENTS

IN LIBRARY

TYPE	QUANTITY	COST

IN OTHER LOCATIONS

TYPE	QUANTITY	LOCATION	COST

PUTTING IT ALL TOGETHER....
Management of a media collection

TRUE...there are no "black and white" standards for a smoothly efficient media library...only shades of gray. For who is to say that the seven-story library, bountifully endowed with electronic gadgetry and monticules of media is more effective than the lilliputian center with a single slide projector and a waiting list of interested users? The worth of the collection is measured by the contribution it makes to the community it serves and not by its annual budget.

Certainly, there are many things to consider in the organization and management of a media center...but these are logistical items. The best that can be offered is a set of guidelines that will assist the initiate.

Those that follow are just that and nothing more. They may help you in putting it all together, and may even help in keeping it there!

1. Staff Requirements

Number	Title	Duties
1	Professional Librarian or AV Coordinator	Coordinate program Catalog Index Select/Acquire AVs Select/Acquire Equipment
1	Library Technician	Assist Librarian in cataloging, indexing, acquisition. File maintenance Assist patrons in using AV equipment
1	AV Technician	Maintain AVs and AV equipment

Number	Title	Duties
1	Clerical Assistant	Circulate AVs Maintain AV circulation file Routine clerical duties

Student Assistants - as needed

The Coordinator should know the curriculum and, whenever possible, serve on the curriculum committee; should know the sources of media, services, equipment; be capable of cataloging, indexing, and classifying materials, either personally or by supervision of trained staff. The Coordinator should be capable of supervising and assisting the AV Technician in the maintenance of media and equipment; should be responsible for the quality control of the media collection and should establish criteria for evaluating the collection.

If necessary, the Coordinator should be a public relations expert, a salesman extraordinaire, a master of many trades.

II. Space Requirements

A. In Library

Individual carrels are recommended. There are no "standards" for size, shape, or location. Carrels are of two types -- "DRY" and "WET":

DRY CARREL CHARACTERISTICS:

Provides writing surface
Semi-isolation
Storage
May provide electrical outlets and surface lighting for portable equipment
Inexpensive to construct

WET CARREL CHARACTERISTICS

Acoustically treated
Audio and video equipment built in
Electrical conduits to central source
Earphones for tape players and projectors
May provide microscopes, oscilloscopes, specimens mounted in plastic, models, x-ray plates and viewers

B. Outside Library
Dry and/or Wet Carrels

Rooms for large group viewing
Seating for 30-50 persons
Comfortable seats - preferably with writing arms
Good ventilation or air conditioning
Opaque shades over windows
Pull down screen
Room lighting to allow note taking
Permanently assigned equipment preferred
Storage space
Sound proofing

Rooms for small group viewing
Room size 10 ft. x 12 ft.
Other requirements as for large group use.

III. Equipment

16mm projector
8mm projector
2x2 in. slide viewer
2x2 in. automatic slide projector
Automatic filmstrip projector
Overhead projector
Rearview screen for library use
Stereo tape recorder
Record player
Slide projector synchronizer
Head sets
Film cleaning and splicing equipment

Nice to Have Equipment

Microform readers
Television receivers
Tape deck or console
Programmed learning machines
Dial access system

IV. Storage Space

Minimum room size - 10'x16'
Standard shelving, racks or cabinets for storing motion pictures and videotapes
Cabinets or cabinet drawers for filmstrips
Special shelving for slide boxes
File cabinets or circular files for storing single slides and transparencies

V. Storage Conditions

Fire proof area
Air conditioned
Temperature constant at 70°-72°
Humidity constant at 40% ± 10%
Dust-free environment
Store away from basements, water pipes, steam, magnetic fields, electrical sources

VI. Budget

A. Projection and Sound Equipment
Minimum $2,500-3,000 per area equipped (exclusive of carrel cost)
For videotape capability, add $2,000

B. Storage Equipment

Film racks, each	$200.00
Film cabinets, each	250.00
File cabinets, each	100.00
Audiotape file, each	250.00
Audiotape cassette files, each	50.00
Filmstrip storage cabinet, each	45.00

C. Maintenance Equipment

Rewind and splicer assembly, each	$150.00
Film cleaner, each	50.00
Supplies (cleaning fluid, cement, etc.)	25.00

D. Software

Videotapes	
1/2 hour programs approximately	$ 50.00
16mm motion pictures (sale)	
Color (average cost) each	100.00
B&W (average cost) each	75.00
8mm motion pictures (sale)	
Color (average cost) each	30.00
B&W (slightly less)	

Rental fees vary with distributors.

Audiotapes, slide sets, filmstrips, programmed learning materials vary in price - Allow $3,000.00

Include funds in the budget for the replacement of film. An average of 15% of the budget should be tagged for replacement and purchase of new material.

WHERE DO I GO FROM HERE?

LOCATING MATERIALS

You have arrived, at last, at the crucial point. You know that there really is a need and an interest in the new technology that you've been reading about in journals, hearing about at meetings, and worrying over since the day you received the mandate to create a media center.

Surveys completed, questionnaires answered, inventories tallied -- you find that you are missing the single most important part of your collection -- media. Where do you find all the film cans full of information begging to be free? Where are all those slide boxes brimming with the fruits of many years' labor?

The treasure hunt begins, literally, in the dark recesses of desk drawer and file cabinet. Many valuable resources have been created by faculty and staff in your own school or hospital. It is incredible that audiovisuals developed for use in one curriculum cannot be used quite effectively in another. It may take a blend of charisma and hard sell to extract these gems from their owner, but the return is worth the effort. If the owner is reluctant to part permanently with the treasure - perhaps he will agree to having it duplicated.

Other sources that may be tapped include other schools, pharmaceutical houses, national associations, professional organizations, government agencies, and regional libraries. Early in 1972, the National Medical Audiovisual Center will supply, on request, lists of medically oriented audiovisuals identified by subject content.

CATALOGING/INDEXING

Whether simple or sophisticated, the cataloging should satisfy individual library needs. Careful initial planning will save headaches later.

You may find it more convenient to establish a separate catalog for non-print materials. The catalog cards should contain the following entries:

Title
Medium
Producer and production date
Physical description (length, etc.)
Language
Series information
Summary
Source information

Desirable "extras" may include audience level, teaching purpose, evaluation data, correlation with print materials, related audiovisuals, etc.

The Association for Educational Communications and Technology has published a guide for cataloging: Standards for Cataloging Non-Print Materials.

The National Medical Audiovisual Center has developed a guide: Cataloging Non-Print at NMAC - A Guide for Medical Librarians. This guide is available on request from the Center.

Some suggested guides are: Medical Subject Headings, Systematized Nomenclature of Pathology, Manual of Tumor Nomenclature and Coding, International Nursing Index, International Classification of Diseases, Adapted, and Standard Nomenclature of Diseases and Operations.

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